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ABSTRACT

This report presents the results of a 1996 survey of library users at the Lupton Library at the University of Tennessee/Chattanooga that was designed to determine the needs of library clientele, identify areas of strength, and establish goals for the future. Comments of the faculty are reported related to staff, materials, computers, facilities, and photocopiers and microfilm/microfiche reader printers. Student comments are summarized related to personnel, materials, climate, computers, hours, noise, copiers, and policies and organization. Follow-up actions are described, including a recent renovation of the library. Appendices include data tables and copies of the student and faculty surveys. Contains 10 references. (MES)

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When Library Surveys result in Positive Action: A success story

(A Report of Library Survey at the University of Tennessee/Chattanooga

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WHEN LIBRARY SURVEYS RESULT IN POSITIVE ACTION: A SUCCESS STORY

(A REPORT OF A LIBRARY SURVEY AT THE UNIVERSITY OF TENNESSEE/CHATTANOOGA (HENCEFORTH UTC)

A desire to better understand the needs, and the level of satisfaction of the Faculty, Students, staff, and administration, with the collections and services of The T. Cartter & Margaret Rawlings Lupton Library (henceforth Lupton Library), prompted the Library administration to conduct a survey in 1996. Other factors that influenced this decision were:

1) It had been ten years since such a study had been undertaken

2) The next visit of the Southern Regional Accreditation Team was due in the next three years

3) The library had to face a one and a half million-dollar cut in the serials budget in 1995 and faculty and staff were demoralized and disgruntled

4) The library had a new director who wanted to know how the Lupton Library stood in the eyes of the University community

5) Evaluating awareness of services and programs is useful in making a program more effective and focused.

With the above considerations in mind, the Lupton Library administration decided that a user survey would be the most appropriate method to determine the needs of their clientele, identifying areas of strength, and establishing goals for the future. The feeling was that it would help improve communication with their customers, increase visibility, validate the good job that the library was doing already, and help them plan future services. Use of surveys, as a planning tool is well known in literature. [1]

A team was named with Laura Baker as the Chair, and Sheila A. Delacroix (Library director), Ray Hall, Mike Bell, Cherryl Baliles, and Sarla Murgai as the members. The team members performed literature searches, borrowed books and articles on Inter Library Loan, and purchased a few publications dealing with the subject.

LITERATURE SURVEY

Accountability

Most libraries are transitioning to a technology rich environment to support their mission of providing the latest information at the fastest pace to their patrons. They strive to provide that information through ever changing new automated programs, databases, and via the Internet. To support this demand they regularly purchase new computers, workstations, and printers. They install infrastructures that support the equipment and software that provides ease of access to the users. With the purchase of these new technologies the budgets for these libraries have soared. And with the higher costs have come an increased demand for accountability from their administrators, requiring details as to how the funds are spent and with what benefits to the constituents. Performance measures have been given priority in light of financial squeeze. Concerted effort is now geared towards judging the cost effectiveness of the services provided by the libraries. Just like the private industry, academic libraries are devising means to assess the effectiveness and efficacy of their services. [2]

Converting non-users into users

Generally library surveys measure the skills of the users in efficient use of the library resources, and their satisfaction with the adequacy of the collections. Usually these measures are directed towards those who are already familiar with the library services. Palmer (1977) and others suggest that there is a need to make an effort to reach the non-users. [3] An awareness of the characteristics of the non-users can enable the librarians to broaden their base by making them aware of the available services, by providing them the needed services, and thus converting them into users. Studies of non-users could have a great impact on planning future services. In studies conducted by Schloman, Lilly, and Hu, (1989) and others the awareness of the collection and services was also low. There is an expressed need in the literature to enhance the awareness of users as well as the non-users as to the content of the library's collections and of the services provided by the library. Faculty and departmental liaison programs have been suggested to reach the non-users of the library. [4]

Evaluating Quality of Service

Academic libraries are service organizations. Traditionally the quality of an academic library has been described in terms of its collections, measured in terms of the library's holdings of published materials. Currently however, attempts are being made by libraries to evaluate customer satisfaction as to quality and the delivery of service. The intent is to close the gap between customer expectations and the management's perception of the customer expectations and its satisfaction. The user studies are intended to evaluate the existing library programs and to introduce changes to meet the needs of the users. Libraries can measure the degree to which objectives are accomplished, the degree to which change is needed, and the impact of various programs. Evaluation of services and programs from time-to-time makes them more effective and focused. The survey done by Schlachter and Belli (1992),[5] however, revealed that 78% of the libraries, which did carry out some type of evaluation, had failed to use the results to initiate changes in their programs. A member of the Southern Regional Accrediting Board conveyed a similar message to our library administration at UTC. Lack of funding, bureaucratic setup of the organization, resistance to change, and not knowing what to do after laboriously collecting the data, have been sited as some of the reasons for not implementing the changes or in translating the results of a survey into concrete management decisions.[6]

Methodology

The members of the committee prepared a checklist for the various tasks to be undertaken:

a) Identify the survey objectives,

b) Design the survey instrument,

c) Pilot test the instrument,

d) Generate random lists of students and faculty,

e) Administer the survey,

f) Organize and analyze the data and report the results.

Cherryl Baliles and Ray Hall quit their jobs at UTC during the early stages of planning process.

After a number of brain storming sessions, a research questionnaire was finalized consisting of 86 questions, divided into seven broad categories, based on the Survey Questionnaires designed by American Library Association for similar sized libraries (appendix A). Except for the first three questions dealing with personal identification, the library related questions were similar for students and the faculty. The survey instrument was pilot tested on five or six student assistants working in the library a week prior to distribution. The survey instrument was revised accordingly. The actual survey was conducted during March 1996 and the results were distributed on the campus in March 97.

Participants

Faculty: The Academic Computing Center generated a list of all full-time faculties (except one-year appointments). The Director of Lupton Library informed the Deans and the Faculty about the importance of their participation in the Library survey in various meetings. Three hundred and one questionnaires were distributed via campus mail to the entire faculty. The faculty members were given three weeks to respond.

Students: In order to gather the feedback from the both the users and the non-users of the library, a list of all classes taught during the Spring '96 semester along with the number of students in each class was generated by the Office of Planning, Evaluation, and Institutional Research. The surveys were distributed to the five most heavily enrolled classes. Then every tenth class on the list was selected for distribution of the survey questionnaires. Class instructors were contacted by the team members for permission to visit the class, and to explain to students the purpose of conducting the survey, the importance of their participation and feedback and to distribute the questionnaires. Students were asked to return the completed surveys via campus mail or by placing them in designated collection boxes in the library and the University Center. Students were given a two week period to respond.

Results of the survey were distributed to the faculty, students and administration through the campus mail. Table 1 indicates the number and percentages of the questionnaires returned by the faculty and the students.

Comments of the Faculty

Faculty's comments to questions **#85** greatest strengths; **and #86:** and their suggestions on how to improve the services of the Lupton Library were constructive, complimentary, and provided the library faculty and staff with rich feedback.

Staff: Of the 108 statements made towards the greatest strengths of the Lupton Library 60 were remarks made about the quality of staff and faculty. Briefly put it conveys that the staff is the greatest strength of the Lupton Library. Faculty describes them as helpful, courteous, dedicated, diligent, committed, competent and knowledgeable. They are all making a heroic effort, but they need financial support.

Materials: The most valued holdings of Lupton Library according to the faculty are Journals, ERIC, Microfiche, Film and Video Collections. However 43 of the 102 suggestions made by them conveyed that there are serious gaps in the periodical holdings. The monographic collection is out-of-date; and there is a need to acquire more videos and films. Seventy percent of the faculty is not satisfied with the number and selection of periodicals. Sixty one percent are also not happy with the selection and currency of the book collection in the Lupton Library. Suggestions were made to seek outside funding besides the state allocations for building the collection.

Computers: Accessibility from home and offices to Internet, Electronic Indexes, and OPAC (on-line Public Access Catalog) is highly appreciated in terms of time saved in research. Suggestions included acquire more CD-ROM databases in disciplines not yet represented, and expand electronic access of databases from home.

Facilities: The building is spacious, attractive and is centrally located, but the interior is "embarrassingly filthy," carpet and some of the furniture needs cleaning/replacing, and lighting needs some improvement around stairs and parking areas. There is also a need to better regulate the temperature in the building. A need was expressed for more classrooms in the Non-book/AV area, also.

Photocopiers, & Microfilm & Microfiche Printer: A better quality and greater number of photocopiers, Microfilm/Microfiche reader printers, and better-maintained equipment would help in giving prompt and decent service.

Comments of the Students

Personnel: Seventy-one respondents indicated that the Lupton Library staff is courteous, helpful, patient, and approachable. However 48 others wanted more staff, and the present staff to be more courteous.

Materials: Of the 113 students who answered question #88, all of them felt that the Lupton Library's strengths are its great selection of books, periodicals, CD-ROM data bases, ease of search, microfilm and microfiche collections. However, of the 144 students who responded to question #89 as to what is needed

to improve the collections, 62 commented on the need to have more periodicals, and 65 wanted more and updated books for the collection, and more research materials. Twenty-five wanted more electronic databases, audio-visual and non-book resources. General consensus was that instead of cutting funds the library should be given more funds for materials.

Climate: Of the 43 comments regarding climate all conveyed that the third floor is too hot, and there needs to be some climatic control in the library. Also, the building should be better lit.

Computers: Availability of computers to search, CD-ROM databases, ABI/Inform, access to University of Tennessee at Knoxville, and other sites via Internet was highly appreciated by 101 students. Also the fact that all materials are available in the same building.

Some 58 students asked for more computers, better quality of programs and systems, attached printers, free printing and less wait time. They suggested the library should add a computer room.

Hours: Twenty-six students felt the hours the library was open were convenient, especially late at night and during the holidays. However, twenty commentators asked for longer hours, extending the service up to 24 hours a day.

Noise: Sixteen people felt the noise level in the library should be controlled, especially on the second floor.

Copiers: Fifty-three respondents expressed the need for the library to have more, cheaper and better-maintained copiers fitted with coin-op system. Also, more microfilm and microfiche printers should be added.

Policies & Organization: Twenty two students remarked that the organization was good as far as location, accessibility, directional signs, ease of use of library materials and variety of information available. Twenty-six respondents wanted better signs, explaining the arrangement, and instructions in finding books and periodicals in the building. Also there should be strict rules for returning library materials on time, especially for the faculty. Ten people felt they should be allowed to eat and drink in the library.

Miscellaneous comment: Lupton Library has the potential to expand and be a first rate library.

Fifty three percent of the students and thirty eight percent of the faculty who responded to the questionnaire wrote lengthy comments detailing their concerns. The Lupton Library staff and faculty were gratified by their response. A sizable majority of the faculty and a sizable minority if the students registered dissatisfaction with the library collections. By far the greatest area of concern among those who use the Lupton Library is the need for more materials, whether in the form of books, journals, or electronic databases. Faculties were generally dissatisfied with the books and periodical collections. In light of the budget cuts of the year before it was a realistic outcry.

Both faculty and students gave the Lupton Library personnel overall high marks for quality of service. Faculty who provided written comments were especially generous with their praise for the library personnel. They see people making heroic efforts in the face of fiscal and physical constraints.

Computers and computerized access to information resources are an integral part of the library for the majority of users. Computers and computerized resources are seen as one of the library's greatest strengths and also as one of the areas users would most like to see expanded and improved.

A majority of the faculty is not scheduling bibliographic instructions, but those who have scheduled classes are satisfied with the instruction.

Findings/Follow-up actions

The findings of this survey prompted many positive actions from all constituents, the library faculty, staff, academic faculty, students, and the university administration.

As the results of the survey were being compiled an informal dialog had already begun among the departments within the library as to what needed to be done. The most disheartening finding was that 76% of the faculty did not know about the archives and Special Collections. Eighty percent did not schedule Bibliographic Instruction (BI) classes during the past academic year. Only nine percent of the students had attended BI classes during the last year. Also, 70% of the academic faculty were not able to access the online catalog from their offices. Student dorms were not wired. The faculty are generally dissatisfied with the currency of the book collections, and with the number of the periodical subscriptions. The major area of concern for the library faculty was that a large percentage of faculty and students were not aware of all the services provided by the library. Their comments indicated to the library staff that they should advertise and make students and faculty more aware of the services already available to them in the library; especially about the Special Collections, the Archives, BI classes, availability of handicapped access to the library, audio-visual materials, electronic resources, microfilm and microfiche collections, microform readers, and microform printers etc.. Every one in the library was concerned about this gap.

A concerted effort was made, and is still being made, by the library faculty and staff to advertise the available services to the university community through electronic means, via the library's home pages, through print media, and through verbal communication. For some time following the survey almost every issue of the campus student newspaper, The Echo, carried news about the library. The editors of the paper often would seek interviews with the library faculty, or with the Director of Libraries, to understand the

library operation, and then write articles or news items in The Echo. Most of these reports were positive. This resulted in a greater awareness, appreciation, and support for the library, its services, and its needs. The library Newsletter is posted on the Home Page. The lists of new acquisitions (books and non-book) are also posted on the Web every semester. An electronic version of the Inter Library Loan Forms (ILL) was posted on the Web. Students and faculty can mail in their requests electronically.

Through a system wide effort, and the generosity of an anonymous donor, the library was cleaned, painted, re-carpeted, furniture upholstered, new chairs purchased, without any interruption in the services.

All this renovation was done over the Christmas break and during low demand periods in the summer of 1997-98. Now when the students come to the library they find a clean place to study. The whole collection has also been rearranged. Eighteen new PC's were bought and added to the 23 that were already available to the students in the library.

Location signs have been posted pointing to the location of Microform, Audiovisual and Periodical collections. New signs are being prepared pointing to the location of Special Collections and all other areas in the library. The Reference Desk has been moved to a central location and has been given a facelift by a new imposing Reference Counter with four PC's for individual or group-instruction, on the use of OPAC, CD-ROM/Web based databases and other collections.

Audiovisual Department is also getting a new centrally located service counter. They are advertising their services more aggressively, and they have many more directional and location signs. They have also received a grant to upgrade their microform readers. Two Minolta 3000 microform reader/printers have already been purchased. The awareness of the availability of materials in microform seems to have increased the use of that collection.

During 1998 student dorms and additional faculty offices were wired. Now they can access the library's On-Line-Public Access Catalog (OPAC) and the Library's HOME PAGES from their homes, offices, dorms and computer laboratories. The survey indicated that the majority of students were self sufficient in finding the needed materials through the OPAC. They can search some of the electronic indexes and full text databases also through the net. Quite a number of global sites have been book marked by the Reference Faculty. Copies of all the Bibliographic Instruction (BI) handouts have been posted on the Home Pages. This has built a global accessibility to the resources of the Lupton Library.

The comment section of the survey helped librarians identify the difficulties experienced by our patrons. The feeling was that the students were having difficulties in transitioning into new formats like microfiche, microfilm, and different databases. They were resisting the change and felt uncomfortable in their location and use. The survey made librarians aware of this gap. They have devised means of providing help where they needed most. They are coaching them one-to-one at the computer clusters located near the Reference Desk. BI instruction room has also been furnished with ten or twelve laptop computers to give them hands on experience in searching. The demonstration PC's located at the Reference Desk are also used for the same purpose. It was very encouraging to receive a complimentary feedback from the patrons regarding the quality of service. There is an overwhelming satisfaction among faculty and students with the services they receive at all four service counters (ILL, Reference, Circulation and AV) when they use them.

A team of librarians formed -"A Bibliographic Instruction Taskforce"- to study the Bibliographic Instruction Program (BI) with an aim to improve the faculty's awareness of that service. They are working on analyzing the pattern of use of that service and the use of the library resources on and off campus, and are devising collaborative ways in which to orient the students and faculty to use the library more efficiently. Departmental Library liaisons responsible for coordinating BI instruction are in constant touch with the library faculty members who conduct the BI lectures. They work together on the library assignment and orient the students to the relevant library resources. Some orientation lectures are delivered through distance education program for students who live a long distance from the campus. An outreach effort to offer library access to area high school students has also been launched.

Reference faculty observed that after spending long hours on the Internet students were not able to find pertinent information. Realizing that too many research assignments were based on the Internet, three sessions on "How to do research with the help of Internet" were arranged for the teaching faculty, by the Director of Library and Bibliographic Instruction Coordinator, in collaboration with the Walker Teaching Resource Center, this Fall semester. The thrust of these lectures was to introduce the faculty to some of the quality sites available on the Internet for research. It was suggested that the criteria used for evaluating information found on the web, (i.e. authority, reliability, and objectivity) were even more relevant than the print media, because any one can post any information on the net. The teaching faculty should advise the students to apply the same high standard of evaluating the web sites that they apply to print forms. Through these sessions we also brought home the fact that Web can't do everything and that there are good alternatives in print sources. Students who attend the BI classes are constantly made aware of, and are

trained to use those sites. The faculty should integrate in their instruction the best available resources and encourage the students to attend the BI classes and/or ask for help at the Reference Desk. The response was encouraging.

As a result of this survey the Library Director was able to go to the university administration, student government, and the faculty to justify the need for more funding.

Since this Survey the Lupton Library has received two grants from the University of Chattanooga Foundation.

STUDENT GOVERNMENT HAS GIVEN MONIES TWICE TO THE LIBRARY, FOR THE PURCHASE OF NEW P.C.'S.

FOR THE FIRST TIME, LUPTON LIBRARY WAS ALSO FORTUNATE TO GET A SUBSTANTIAL SHARE OF THE STUDENT TECHNOLOGY FEE TO UPGRADE THE SOFTWARE AND THE HARDWARE, ACQUIRE ADDITIONAL ELECTRONIC DATABASES, AND UPGRADE THE CATALOGING SYSTEM THIS YEAR.

OF COURSE THE LIBRARY FACULTY AND STAFF HAD TO WRITE A PROPOSAL AND OUR DIRECTOR HAD TO DEFEND THE PROPOSAL IN FRONT OF THE CAMPUS TECHNOLOGY COMMITTEE.

THE LUPTON LIBRARY CONDUCTED ANOTHER MINI SURVEY ON "***WHERE WOULD THE STUDENTS LIKE THEIR TECHNOLOGY FEE BE SPENT.***"

THE RESPONDENTS WERE HIGHLY IN FAVOR OF UPGRADING THE OUTDATED LIBRARY MANAGEMENT SYSTEM, BUYING NEW COMPUTERS, PRINTERS, ELECTRONIC DATABASES, AND MICROFORM READERS.

The new position of a librarian for Archives and Special Collections has been filled. The Special Collections Librarian is already advertising the contents of the collection, building community relations through the donors, organizing the archival holdings, and helping with the cataloging of that collection. The collection has been moved next to the Southern Writer's Archives and a reading room for onsite research has been opened.

ARIEL system has been installed and a number of changes introduced to speed up Inter Library Loan procedures as a result of the U.C. Foundation grant. It is bringing positive feedback from satisfied students and faculty.

Realizing that the Lupton Library has limited funds for building book collections, The Library Committee launched a Lupton Library enhancement initiative in September 1998. They received a sum of $5000.00 for new materials to be purchased by the faculty to enrich their courses. TheCommittee requested proposals from the faculty for materials that will enhance the quality of their teaching. They received requests worth $22,000.00 from the faculty. The committee appreciated the efforts of everyone and funded requests worth $5000.00, with a promise to repeat the same initiative next year. These efforts show that there is interest among the faculty to update and enhance the library collections, but lack of funding thwarts their efforts.

All these feats have been achieved in a span of a year and a half. We have been able to make our users aware of the available services and have set up a public relations network. The campus community is supportive of our needs and is appreciative of our performance. We have been able to reach the users and the non-users. We were able to get some funding and have disbursed it efficiently in an accountable and timely fashion. We have improved our surroundings and services. Of course we all had to work hard and relentlessly all this time to achieve these results.

This clearly shows how surveys if followed up with aggressive action can result in positive outcomes. The aggressive follow up actions can be attributed to our new director, library faculty/staff, and the support of the university administration. By staying involved in every stage of the process, exchanging ideas, gathering resources, soliciting help, our director was able to motivate the library staff and other team members to contribute their best. Her suggestions prompted the survey team to seek the help of the Institutional Research Department and Dr. Bidderman for statistical analysis, and Karen Adsit and Christina Lee from Walker Teaching Resource Center, for graphical representation of the data. Involving both the users and the non-users of the library to participate in the survey made it a campus wide project. Following up with the administration, Development Office, and through them the donors about the cleaning up and re-carpeting of the building was a major task which needed a lot of effort and coordination. Involving the library faculty and staff in planning the budget request for the Student Technology fee, and than defending it in front of the Technology Committee made every one feel involved in the of the process. Our director

even allowed the staff to conduct another survey of "Where the Students would like their technology money to be spent." She used that data to defend her claim that the students would like a major portion of that money to be given to the library.

Our Director's open style of communication, supportive attitude, hands on involvement, providing resources, commitment and relentless follow up efforts have brought us this remarkable success. The university administration is very aware of the needs of the library and is supportive of the library's goals and objectives. The follow up efforts after the survey on the part of the library, faculty, students and administration will help with the impending visit of the Southern Regional Accreditation Team next year. This year's exit interview of seniors may also reflect the effect of these changes for the questions dealing with the library.

There is a lot that still needs to be done in order to realize some of the goals that this survey prompts us to accomplish. It may initiate many more surveys to assess our accomplishments on each aspect of service, collection development, customer satisfaction, technological advancement, administration and control as the time goes on. We may move into depth analysis to assess the level of improvement made in each of these areas. But with the level of motivation of the Lupton Library faculty, open style of management, supportive administration and good planning, we can hope to achieve quite a few of these goals.

Notes

[1] McCarthy, James & Brown Kathleen (1996). Creating libraries of the future: Using client surveys as decision-making tool. ISAAL-International Symposium p. 169-173. Martin, Lowell A. "User studies and library planning." Library Trends 24:483-96 (Jan. 1976). Schlichter, Doris J., Pemberton J., Michael, J. (1992). "The emperor's new clothes? Problems of user survey as planning tool in academic libraries." College and Research Libraries. 53 (May) p. 257-65. Wittaker, Helen C., Ellis, Mark E., Mark E., & Flanigan, Jean, (1990). " Public Relations and the academic library: report on a user survey at the East Tennessee State University". The Southeastern Librarian 40 (Fall '90) p. 129-33. Yaacob, Raja Abullah and Baker, Ahmad Bakeri Abu. (1994). "The importance of performance measures in library services with examples of some evaluation/measurement models." PPM/LAS Congress Towards achieving high performance libraries: Vision for the future. Sep 19-21. Ferringhi Beach Hotel, Penang. Proceedings v.1.

[2] Nitecki, Danuta A. (1995). "User expectations for quality library services identified through application of the SERVQAL Scale in an academic library." Proceedings of the ACRL 7th National Conference held on March 29 - April 1, 1995, Pittsburgh, Pennsylvania. Novak, Jan (1991). At your service: Evaluation of an information desk program. AARL 2(March): 27. White, Gary W. & Crawford, Gregory A. (1988) Cost-benefits analysis of electronic information: A case study. College and Research Libraries, 59#6 p.503-510.

[3] Palmer, Vernon E. (1977. Planning in public libraries: Role of citizens and library staff. Derail Library Quarterly 13, 33-43. Schlister, Doris; Pemberton J.; Michael (1992). ibid.

[4] . Schloman, Barbara F, Lilly, Roy F, Hu, Wendy. (1989) Targeting liaison activities: use of a faculty survey in an academic research library. RQ 24, 496-505. Schlachter, Gail & Belli, Donna. (1976). Ibid. Wittaker, Helen (1990). Ibid

RESULTS

Table 1 Participants

Faculty	Students
301 Surveys distributed	1109 Surveys distributed
115 returned	593 returned

Of those returned

Faculty	Students	Students
45% = Full-time Professors	33% = Freshmen	87% = Full-time students
24% = Associate Professors	18% = Sophomores	13% = part-time students
27% = Assistant Professors	11% = Juniors	26% = live on campus
3% = other	29% = Seniors	74% = live off campus
	9% = Graduate	

A graphical representation of the responses from the faculty and students to all the questions on the survey are included in Tables 2-8 below. The cells containing very satisfied and very dissatisfied were collapsed into satisfied and dissatisfied for statistical purposes.

RESULTS

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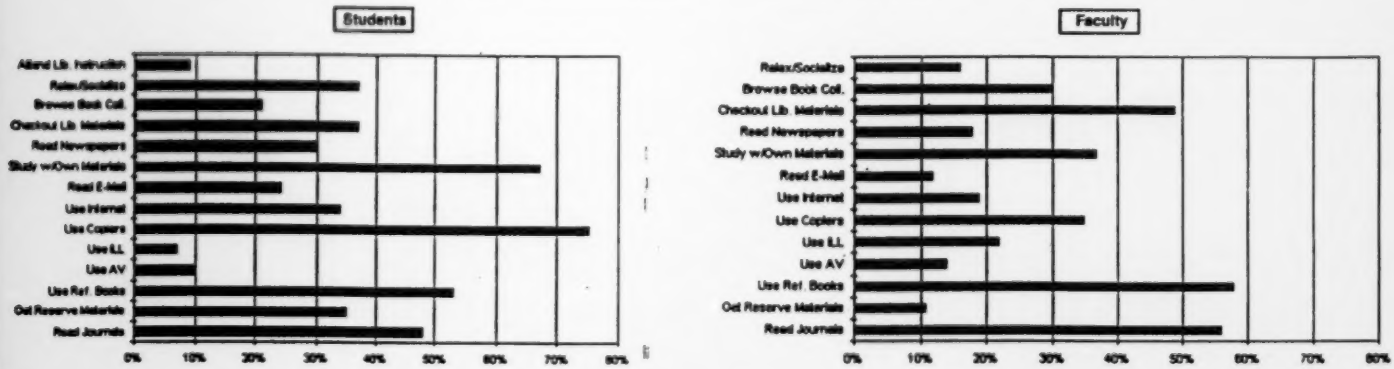
A graphical representation of the responses from the faculty and students to all the questions on the survey are included in Tables 2-8 below. The cells containing very satisfied and very dissatisfied were collapsed into satisfied and dissatisfied for statistical purposes.

Table 2

HOW FREQUENTLY DO YOU USE THE LUPTON LIBRARY FOR ANY OF THE FOLLOWING ACTIVITIES?



(Graphs show the total of those who responded to these questions with "several times a week," "once or twice a week," or "a few times a month.")

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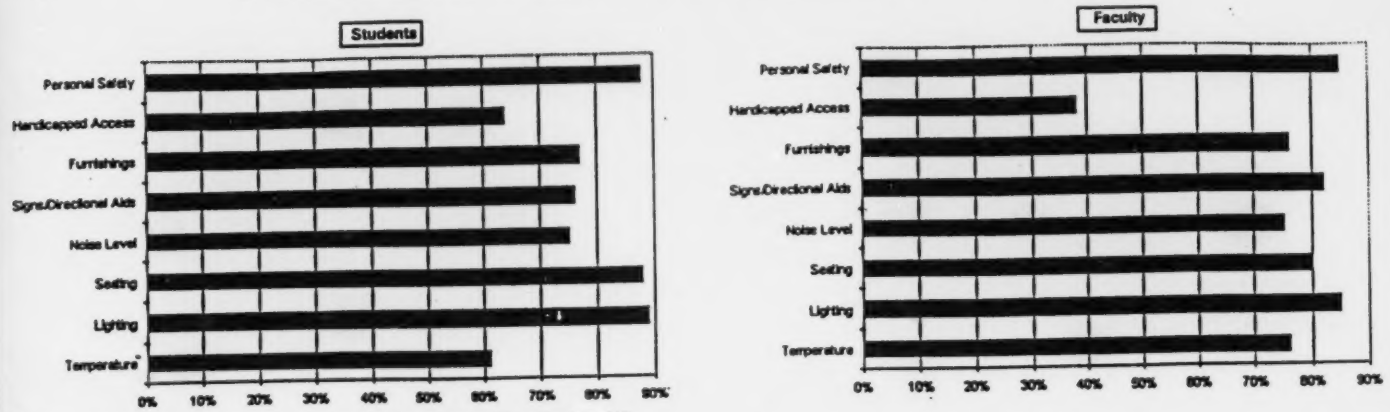
Table 3

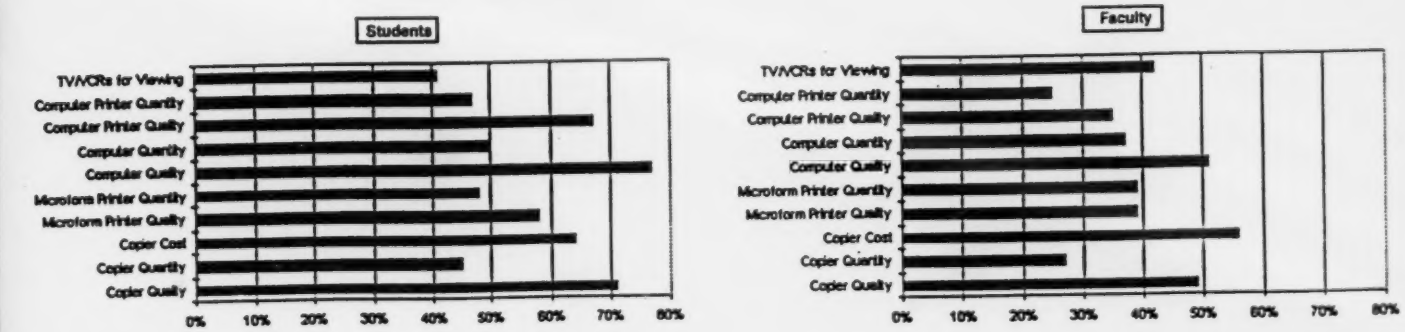
HOW SATISFIED ARE YOU WITH THE FOLLOWING ELEMENTS OF THE LIBRARY ENVIRONMENT?



Graphs show the total of those who responded "very satisfied" or "satisfied.")

Table 4

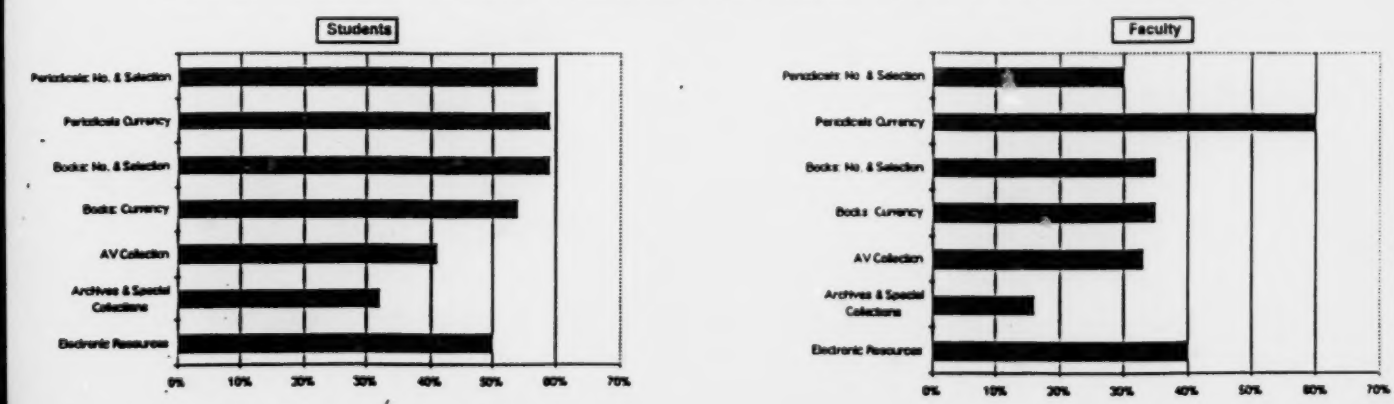
HOW SATISFIED ARE YOU WITH THE EQUIPMENT IN THE LIBRARY?



Graphs show the total of those who responded "very satisfied" or "satisfied.")

Table 5

INDICATE YOUR LEVEL OF SATISFACTION FOR EACH OF THE FOLLOWING ASPECTS OF THE LIBRARY'S COLLECTIONS.



Graphs show the total of those who responded "very satisfied" or "satisfied.")

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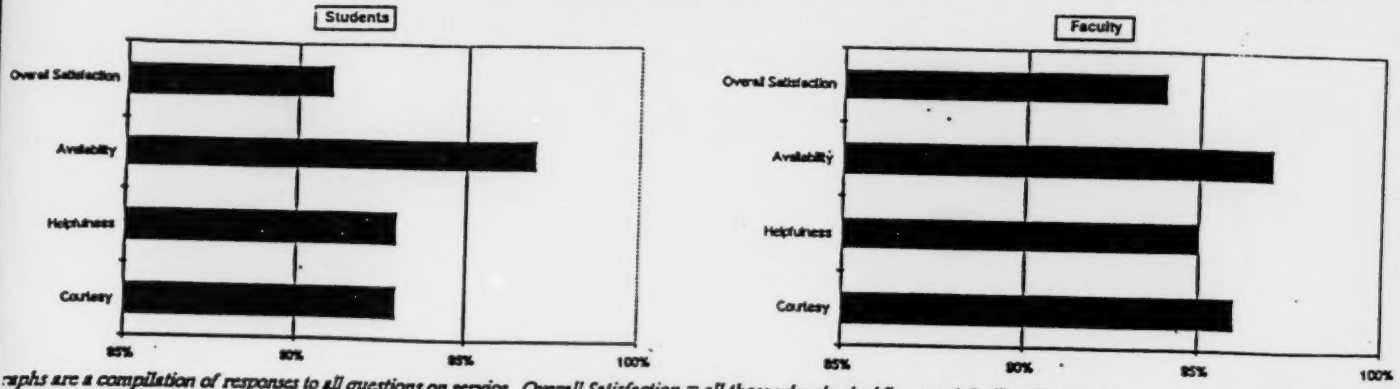
Table 6

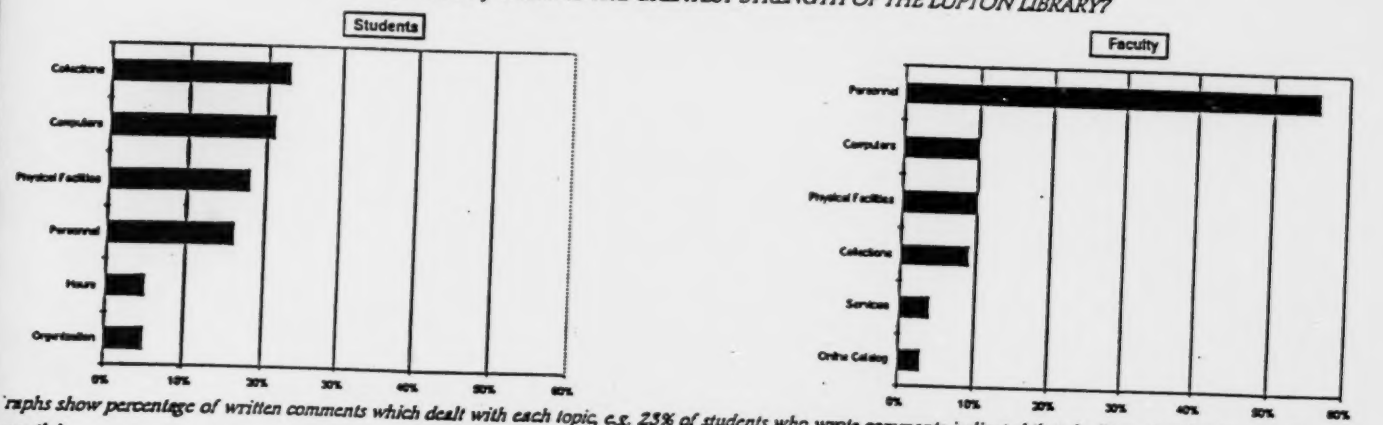
RATING OF SERVICES PROVIDED BY LIBRARY PERSONNEL IN ALL DEPARTMENTS: CIRCULATION, ILL, NON-BOOK, AND REFERENCE



raphs are a compilation of responses to all questions on service. Overall Satisfaction = all those who checked "very satisfied" or "satisfied"; silability = "always" or "almost always" available; Helpfulness = "very helpful" or "helpful"; Courtesy = "very courteous" or "courteous.")

Table 7

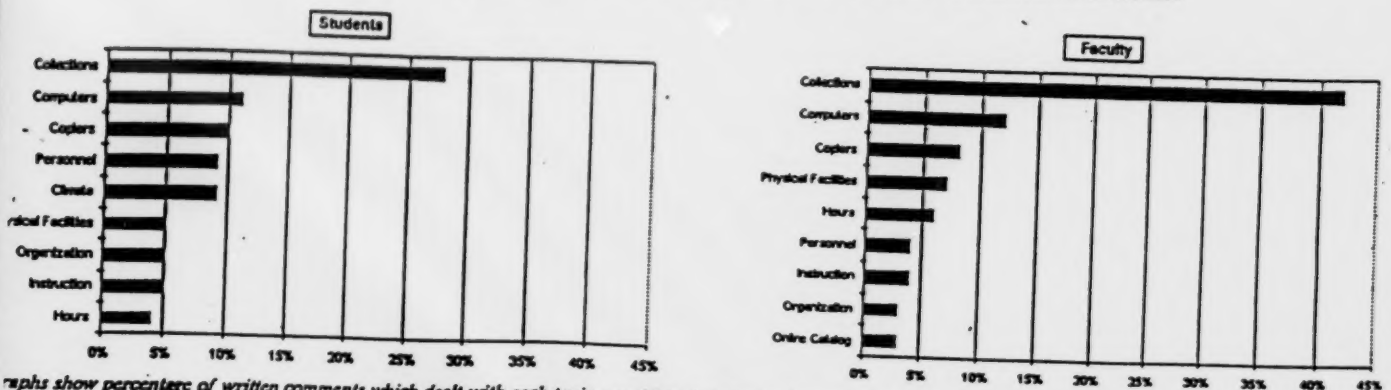
IN YOUR OPINION, WHAT IS THE GREATEST STRENGTH OF THE LUPTON LIBRARY?



raphs show percentage of written comments which dealt with each topic, e.g. 23% of students who wrote comments indicated that the library's collections are its greatest ength.)

Table 8

WHAT IS THE ONE THING THE LIBRARY COULD DO THAT WOULD MOST IMPROVE ITS SERVICES?



raphs show percentage of written comments which dealt with each topic, e.g. 28% of students who wrote comments indicated that the library's collections are most in ed of improvement.)

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Appendix A

Student Survey

Please circle or check (x) your best answer for the following questions.

1. **Which best describes your academic classification ?**

a) Freshman b) Sophomore c) Junior d) Senior e) Graduate

2. **Which best describes your type of residence?**

a) On-campus b) Off-campus

3. **Which best describes your academic course load?**

a) Full time b) Part time

How frequently do you use the Lupton Library to:

		several times a week (a)	once or twice a week (b)	a few times a month (c)	occasionally (d)	never (e)
4.	scan/read current journals & new books					
5.	check-out reserve materials					
6.	use reference books or indexes to journal literature					
7.	use audio-visual (AV) material such as sound & video recordings					
8.	use inter-library loan					
9.	use copying machines					
10.	use the Internet					
11.	read e-mail					
12.	study using own material					
13.	read newspapers					
14.	check-out library materials					
15.	browse in the book collection					
16.	socialize or relax					
17.	attend library instruction					

Indicate your level of satisfaction for each on the following scale: a(very satisfied) to e (don't know).

How satisfied are you with the following elements of the library environment?

		very satisfied	satisfied	dissatisfied	very dissatisfied	don't know
18.	temperature	a	b	c	d	e
19.	lighting	a	b	c	d	e
20.	seating	a	b	c	d	e
21.	noise level	a	b	c	d	e
22.	signs & directional aids	a	b	c	d	e
23.	furnishings	a	b	c	d	e
24.	handicapped access	a	b	c	d	e
25.	personal safety	a	b	c	d	e

How satisfied are you with the equipment in the building?

		very satisfied	satisfied	dissatisfied	very dissatisfied	don't know
26.	copiers: quality	a	b	c	d	e
27.	copiers: quantity	a	b	c	d	e
28.	copiers: cost	a	b	c	d	e
29.	microform readers/printers: quality	a	b	c	d	e
30.	microform readers/printers: quantity	a	b	c	d	e
31.	computer workstations: quality	a	b	c	d	e
32.	computer workstations: quantity	a	b	c	d	e
33.	computer printers:quality	a	b	c	d	e
34.	computer printers: quantity	a	b	c	d	e
35.	TVs/VCRs for viewing videocassettes	a	b	c	d	e

36. **If any of the equipment listed above is not working, is it easy to get assistance?**

a) yes b) no c) not applicable

This section covers your experiences with the library's collections during this academic year. Indicate your level of satisfaction for each on the following scale: a (very satisfied) to e (don't know).

		very satisfied	satisfied	dissatisfied	very dissatisfied	don't know
37.	**the number and selection of periodical titles.**	a	b	c	d	e
38.	**the currency of the periodicals collection.**	a	b	c	d	e
39.	**the number and selection of book titles in the collection.**	a	b	c	d	e
40.	**the currency of the book collection.**	a	b	c	d	e
41.	**the number and selection of the audio-visual collection.**	a	b	c	d	e
42.	**the Archives and Special Collections.**	a	b	c	d	e
43.	**the number and selection of electronic resources.**	a	b	c	d	e
44.	**the loan periods for reserve materials.**	a	b	c	d	e
45.	**the loan periods for library books.**	a	b	c	d	e

46. **During this academic year, have you used the library's on-line catalog (OPAC)?**

a)Yes b) No, go to #55

Please give us your opinion of some aspects of the OPAC using the following scale: a(strongly agree) to d (strongly disagree).

		strongly agree	agree	disagree	strongly disagree
47.	**The OPAC is easy to use.**	a	b	c	d
48.	**The on-line help screens are useful.**	a	b	c	d
49.	**I am skilled at using the OPAC.**	a	b	c	d
50.	**I am satisfied with the OPAC as a means of finding library materials.**	a	b	c	d
51.	**I sometimes have to wait to use an OPAC terminal.**	a	b	c	d
52.	**The OPAC terminals are located where I need them in the library.**	a	b	c	d

53. **How often do you connect to the OPAC from your home or office?**

a) 5 or more times a week b) 1-4 times a week c)1-2 times a month d) 1-2 times a semester e) not at all

54. **Have you ever used the /TELL feature of the OPAC, which allows you to send suggestions to the library administration directly from the terminal?**

a) Yes b) No c) Did not know about the feature.

55. **How often have you used Inter-library loan (ILL) during this academic year?**

a) 5 or more times a week b) 1-4 times a week c) 1-2 times a month d) 1-2 times a semester e) not at all, go to #60

56. **Overall, how satisfied are you with ILL services?**

very satisfied	satisfied	dissatisfied	very dissatisfied
a	b	c	d

57. **In general, the ILL staff is:**

very courteous	courteous	discourteous	very discourteous
a	b	c	d

58. **In general, the ILL staff is:**

very helpful	helpful	unhelpful	very unhelpful
a	b	c	d

59. **Are you able to obtain the materials you order?**

always	almost always	usually	rarely	never
a	b	c	d	e

60. **CARL UnCover is a database available at no cost through the library Homepage which provides access to 15,000 journal titles. In addition, Uncover allows you to request that a specific article to be sent directly to you for a fee. Have you ever used UnCover?**

a) Yes b) No c) Did not know about CARL UnCover

61. **How often have you consulted a Reference Librarian at the Reference Counter during this academic year?**

a) 5 or more times a week b) 1-4 times a week c)1-2 times a month d) 1-2 times a semester e) not at all, go to #66

62. **Overall, how satisfied are you with Reference services?**

very satisfied	satisfied	dissatisfied	very dissatisfied
a	b	c	d

63. **In general, the Reference Librarians are:**

very courteous	courteous	discourteous	very discourteous
a	b	c	d

64. **In general, the Reference Librarians are:**

very helpful	helpful	unhelpful	very unhelpful
a	b	c	d

65. **Someone is available at the Reference Counter when I need assistance.**

always	almost always	usually	rarely	never
a	b	c	d	e

66. **How often have you used a Circulation Desk service in the past year?**

a) 5 or more times a week b) 1-4 times a week c)1-2 times a month d) 1-2 times a semester e) not at all, go to #71

67. **Overall, how satisfied are you with Circulation services?**

very satisfied	satisfied	dissatisfied	very dissatisfied
a	b	c	d

68. **In general, the Circulation staff is:**

very courteous	courteous	discourteous	very discourteous
a	b	c	d

69. **In general, the Circulation staff is:**

very helpful	helpful	unhelpful	very unhelpful
a	b	c	d

70. **Someone is available at the Circulation Desk when I need assistance.**

always	almost always	usually	rarely	never
a	b	c	d	e

71. **How often have you consulted a staff member at the Audio-visual(AV) counter on the 2nd floor of the library during this academic year?**

a) 5 or more times a week b) 1-4 times a week c)1-2 times a month d) 1-2 times a semester e) not at all, go to #76

72. **Overall, how satisfied are you with AV services?**

very satisfied	satisfied	dissatisfied	very dissatisfied
a	b	c	d

73. **In general, the AV staff is:**

very courteous	courteous	discourteous	very discourteous
a	b	c	d

74. **In general, the AV staff is:**

very helpful	helpful	unhelpful	very unhelpful
a	b	c	d

75. **Someone is available at the AV desk when I need assistance.**

always	almost always	usually	rarely	never
a	b	c	d	e

Using the following scale, indicate how often you need assistance when trying to locate materials on the second floor:

		always (a)	almost always (b)	usually (c)	rarely (d)	never (e)
76.	**bound periodicals**					
77.	**current journal issues**					
78.	**microfilm**					
79.	**microfiche**					

80. **Have you ever received any classroom or group instruction by a librarian on how to use the library or how to conduct library research?**

a) Yes b) No, go to #82

81. **If yes, how useful has this instruction been to your studies?**

very useful	useful	somewhat useful	not at all useful
a	b	c	d

82. **From which source have you learned the <u>most</u> about using the Lupton Library and information sources?**

a) library staff b) your class instructors c) classmates d) library publications and handouts e) other

83. **Handouts about the library and various research topics are available at the Reference Counter. Have you ever used them outside of a classroom assignment?**

a) Yes b) No, go to #85 c) Did not know about the handouts, go to #85

84. **If yes, please rate how useful the handouts are.**

very useful	useful	somewhat useful	not at all useful
a	b	c	d

85. **How often have you used the University Archives and Special Collections the past year?**

a) 5 or more times a week b) 1-4 times a week c)1-2 times a month d) 1-2 times a semester e) not at all, go to #88

86. **How satisfied are you with the University Archives and Special Collections services?**

very satisfied	satisfied	dissatisfied	very dissatisfied
a	b	c	d

87. **Are you able to obtain the materials you need?**

always	almost always	usually	rarely	never
a	b	c	d	e

88. In your opinion, what is presently the greatest strength of the Lupton Library?

89. In your opinion, what is the one thing the library could do that would most improve its services?

Faculty Survey

Please circle or check (x) your best answer for the following quesuons.

1. **Which best describes your faculty status ?**

a) Professor b) Associate Professor c) Assistant Professor d) Part-time or Adjunct e) Clinical Associate

2. **How many years have you been at UTC?**

a) 0-3 years b) 4-7 years c) 7+ years

3. **Do you have the capability to access the library's resources electronically from your UTC office (e.g., library home page, on-line catalog, electronic indexes)?**

a) Yes b) No c) Don't know

How frequently do you use the Lupton Library to:

		Several times a week (a)	once or twice a week (b)	a few times a month (c)	occasionally (d)	never (e)
4.	scan/read current journals & new books					
5.	check-out reserve materials					
6.	use reference books or indexes to journal literature					
7.	use audio-visual (AV) material such as sound & video recordings					
8.	use inter-library loan					
9.	use copying machines					
10.	use the Internet					
11.	read e-mail					
12.	research using own material					
13.	read newspapers					
14.	check-out library materials					
15.	browse in the book collection					
16.	socialize or relax					

Indicate your level of satisfaction for each on the following scale: a (very satisfied) to e (don't know).

How satisfied are you with the following elements of the library environment?

		very satisfied	satisfied	dissatisfied	very dissatisfied	don't know
17.	temperature	a	b	c	d	e
18.	lighting	a	b	c	d	e
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20.	noise level	a	b	c	d	e
21.	signs & directional aids	a	b	c	d	e
22.	furnishings	a	b	c	d	e
23.	handicapped access	a	b	c	d	e
24.	personal safety	a	b	c	d	e

How satisfied are you with the equipment in the building?

		very satisfied	satisfied	dissatisfied	very dissatisfied	don't know
25.	copiers: quality	a	b	c	d	e
26.	copiers: quantity	a	b	c	d	e
27.	copiers: cost	a	b	c	d	e
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31.	computer workstations: quantity	a	b	c	d	e
32.	computer printers: quality	a	b	c	d	e
33.	computer printers: quantity	a	b	c	d	e
34.	TVs/VCRs for viewing videocassettes	a	b	c	d	e